Update to Content Accepted by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note**: All requests to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

☐ TEKS ☐ELPS ☐TPG ☐TEKS and ELPS

Proclamation Year: **2024**
Publisher: **Summit K12 Holdings**
Subject Area/Course: **6th Science**

Adopted Program Information:

Title: **Dynamic Science 6th Grade**
ISBN: **9781433407208**

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title:
Identical Program ISBN:

Adopted Component Information

Title: **Dynamic Science 6th Grade Student/Teacher Resources**
ISBN: **9781616180317**

Enter the identical component title of your identical product that will contain the identical updates.
Identical Component Title:
Identical Component ISBN:

Publisher's overall rationale for this update

Enter the primary reason for the update request: **grammatical error in the grade 6 science TEKS**

Publisher's overall description of the change

Enter an overall description of the change(s). **new/updated content to address updated TEKS**

Update to Content Accepted by SRP

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: **https://lms24.summitk12.com/**
Currently Adopted Content Username: **tea6thgrade@summitk12.com**
Currently Adopted Content Password: **reachthesummit**

Proposed Updated Content URL:
Proposed Updated Content Username: **NA**
Proposed Updated Content Password: **NA**

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note**: Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Study Guide -- Apply Section
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_sg_ak_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Study Guide- page 2 -- Apply Section
6.11A Study Guide Key.pdf

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

Update to Content Accepted by SRP

APPLY

Using the table below, research and describe how resource management is important to reduce the following areas.

Answers will vary.

Malnutrition	Food can be distributed to populations in need.
Natural resources	Pollutants can be cleaned from the air, and more sustainable solutions could be implemented to reduce the amount of future pollution.
Poverty	Surplus resources can be reallocated to populations experiencing poverty; Using renewable energy sources allows communities greater access to electricity.
Global Energy	Reduce our reliance on nonrenewable energy sources and increase access to renewable energy.
Water Pollution	Improve waste disposal strategies to avoid polluting water.

Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.

Apply:

Research why resource management is important to reduce the global issues in the table below. Draw an illustration and include a caption for each one to describe how resource management can be used to improve the issue.

Malnutrition	Air Pollution
Pictures may include sustainable farming practices, reallocating surplus food, eating locally-available foods, or education programs.	Pictures may include renewable-resource systems (solar, wind, hydro, etc.), technology advancements, or public transportation
Energy Poverty	**Water Pollution**
Pictures may include renewable-resource systems or expanding electricity infrastructure.	Pictures may include renewable-resource systems (solar, wind, hydro, etc.), improving waste management systems, or promoting recycling to reduce waste.

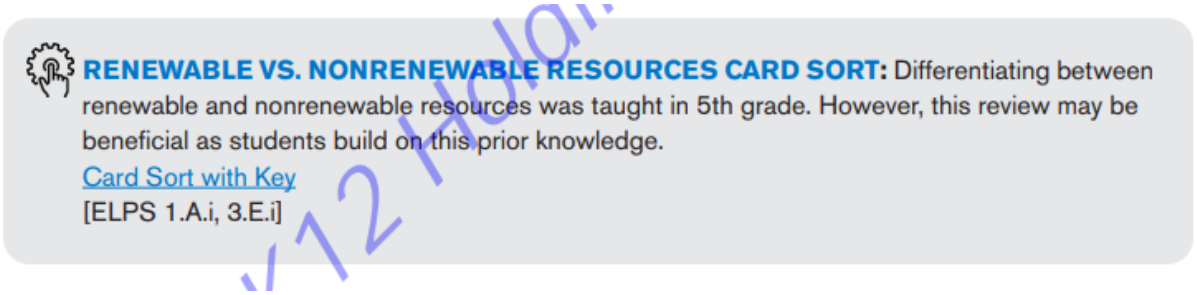
Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Gear Activity Fuel Economy and the Environment
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_lg_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Project: Resource Management Infographic - Project Guide
6.11A Project - Resource Management Infographic.pdf

Screenshot of Currently Adopted Content



Update to Content Accepted by SRP

Screenshot of Proposed New Content

Project: Resource Management Infographic

Goal:

Create an infographic to describe the impact of resource management on global issues.

Materials:

- colored pencils (1 pack per student)
- markers (1 pack per student)
- paper, white (1 sheet per student)
- technology (1 device per student)

Requirements:

1. Conduct research to describe how resource management is important to one of the following issues: global energy poverty, malnutrition, air pollution, or water pollution.
2. Design a visually appealing layout for the infographic. This can include:
    - Charts
    - Graphs
    - Icons
    - Images
3. Your project must include the following:
    - A title
    - A description of the global issue
    - An explanation of why resource management is important based on the global issue
    - Visuals that explain your chosen issue and the importance of resource

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

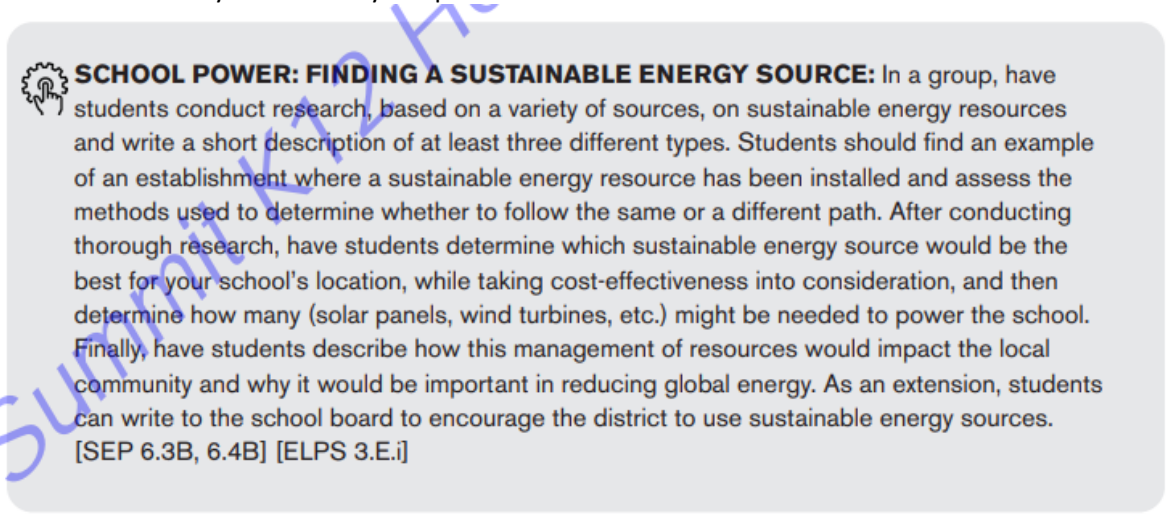
Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Gear Activity School Power: Finding a Sustainable Energy Source.
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_lg_611a.pdf

Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Research: School Power - Student Handout
6.11A Research- School Power Student Handout.pdf

Screenshot of Currently Adopted Content

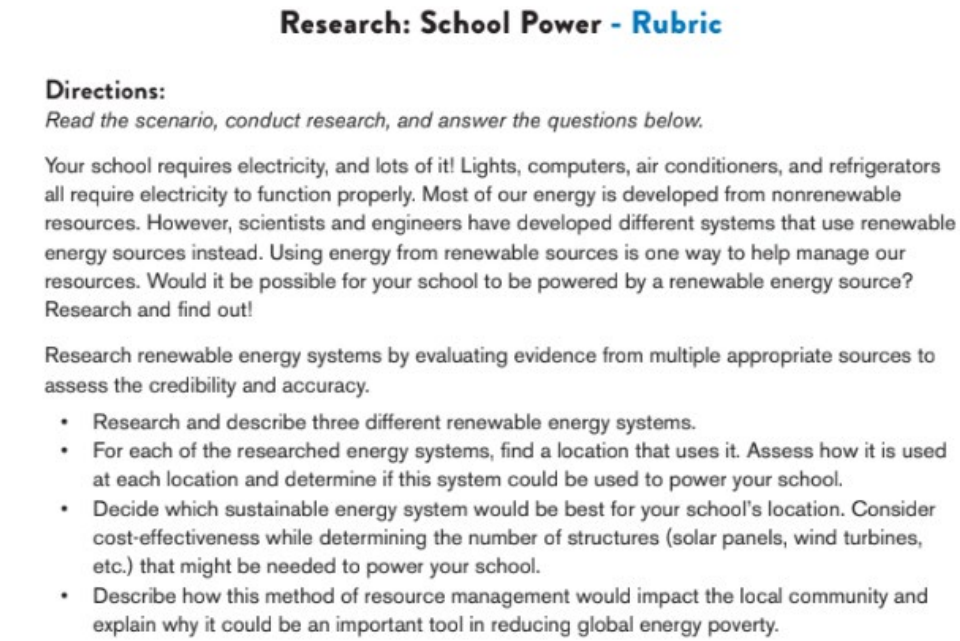
Insert a screenshot of your currently adopted content.



SCHOOL POWER: FINDING A SUSTAINABLE ENERGY SOURCE: In a group, have students conduct research, based on a variety of sources, on sustainable energy resources and write a short description of at least three different types. Students should find an example of an establishment where a sustainable energy resource has been installed and assess the methods used to determine whether to follow the same or a different path. After conducting thorough research, have students determine which sustainable energy source would be the best for your school's location, while taking cost-effectiveness into consideration, and then determine how many (solar panels, wind turbines, etc.) might be needed to power the school. Finally, have students describe how this management of resources would impact the local community and why it would be important in reducing global energy. As an extension, students can write to the school board to encourage the district to use sustainable energy sources. [SEP 6.3B, 6.4B] [ELPS 3.E.i]

Update to Content Accepted by SRP

Screenshot of Proposed New Content



Research: School Power - Rubric

Directions:
Read the scenario, conduct research, and answer the questions below.

Your school requires electricity, and lots of it! Lights, computers, air conditioners, and refrigerators all require electricity to function properly. Most of our energy is developed from nonrenewable resources. However, scientists and engineers have developed different systems that use renewable energy sources instead. Using energy from renewable sources is one way to help manage our resources. Would it be possible for your school to be powered by a renewable energy source? Research and find out!

Research renewable energy systems by evaluating evidence from multiple appropriate sources to assess the credibility and accuracy.

- Research and describe three different renewable energy systems.
- For each of the researched energy systems, find a location that uses it. Assess how it is used at each location and determine if this system could be used to power your school.
- Decide which sustainable energy system would be best for your school's location. Consider cost-effectiveness while determining the number of structures (solar panels, wind turbines, etc.) that might be needed to power your school.
- Describe how this method of resource management would impact the local community and explain why it could be an important tool in reducing global energy poverty.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Apply/Extend -- Daily Drain
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_lg_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Study Guide- page 3 -- Wrap Up Section
6.11A Study Guide Key.pdf

Update to Content Accepted by SRP

Screenshot of Currently Adopted Content

APPLY AND EXTEND

- Students will complete the Study Guide.
- **Daily Drain:** Students will record their energy consumption for the day. From this data, they will research and determine the amount of resources needed to produce their required amount of energy. Finally, they will describe how resource management is necessary to reduce global energy. [SEPS 6.4B] [RTC 6.5G] [ELPS 5.B.ii]

Screenshot of Proposed New Content

Wrap Up:

Research and describe why resource management is important to reduce the following global issues.

Global Issue	Importance of Resource Management
Malnutrition	Resource management is important to reduce malnutrition because it helps ensure that people have enough healthy food. By not wasting food, farming in a way that doesn't harm the environment, and eating the food that's available nearby, we can make sure more people have the right kind of food they need. Proper resource management is especially important when events such as natural disasters and deforestation make it harder to get good food.
Air Pollution	Resource management is important to reduce air pollution because it helps control the amount of harmful substances in the air. When we manage our resources wisely, such as setting limits on emissions from factories and cars, we can improve air quality, which is good for both nature and our health.
Energy Poverty	Resource management is important for communities affected by energy poverty to be able to harness their existing resources to meet their energy demand sustainably. For example, sunlight is a widely available resource. Rural communities can use solar panels and battery storage to bring this renewable resource to their remote areas.
Water Pollution	Resource management is important to reduce water pollution because it helps us keep track of harmful substances in water, such as nitrites, microorganisms, plastics, and chemicals, and prevent people from becoming ill by drinking contaminated water. By carefully managing and monitoring our water resources, we can keep our water clean and safe for everyone.

(SE)(Breakout(s)) and (Citation Type(s))

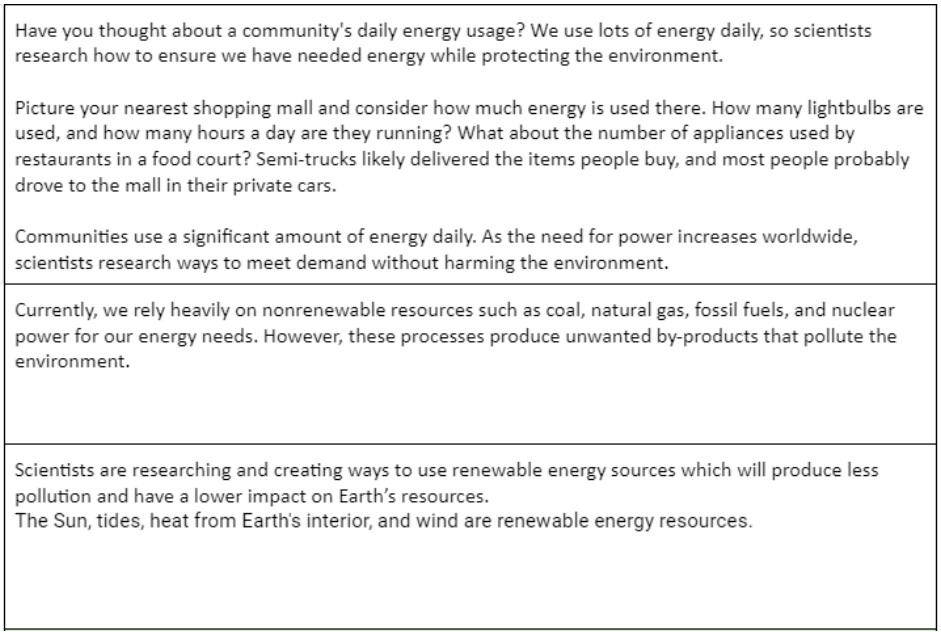
Update to Content Accepted by SRP

(11)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Video -- Impact of Resource Management on Global Issues (2:17- 3:04)
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?video=HLS%2Fcb_videos_sa%2F6th_grade%2Frc3_611a_finalcut%2Frc3_611a_finalcut.m3u8

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Video Script -- Highlighted section pg. 1-2
NARRATIVE: 6.11A Revised Video Script

Screenshot of Currently Adopted Content



Have you thought about a community's daily energy usage? We use lots of energy daily, so scientists research how to ensure we have needed energy while protecting the environment.

Picture your nearest shopping mall and consider how much energy is used there. How many lightbulbs are used, and how many hours a day are they running? What about the number of appliances used by restaurants in a food court? Semi-trucks likely delivered the items people buy, and most people probably drove to the mall in their private cars.

Communities use a significant amount of energy daily. As the need for power increases worldwide, scientists research ways to meet demand without harming the environment.

Currently, we rely heavily on nonrenewable resources such as coal, natural gas, fossil fuels, and nuclear power for our energy needs. However, these processes produce unwanted by-products that pollute the environment.

Scientists are researching and creating ways to use renewable energy sources which will produce less pollution and have a lower impact on Earth's resources.
The Sun, tides, heat from Earth's interior, and wind are renewable energy resources.

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Energy poverty means not having access to modern energy services, such as electricity and natural gas. According to a 2021 World Bank article, nearly 759 million people worldwide lack access to electricity.

When electricity is not available, many people in impoverished areas—especially rural areas—use kerosene for light and wood for cooking and warmth. Burning kerosene and wood can pollute the air inside homes, causing health problems for the people who live there. Often kerosene is expensive, so when the sun sets, people choose not to light lamps to save money. Because of this, many students experiencing energy poverty are unable to study at home at night. Can you imagine trying to do your homework in the dark or without using any technology?

To reduce energy poverty, scientists research solutions to improve resource management. Better resource management can help communities meet their energy needs.

For example, before 2000, nomadic herders in Mongolia, an East Asian country, had little or no access to electricity. These herders live far from the electrical grids of cities. They travel from place to place, bringing their homes with them.

Experts had to find a portable, affordable source of electricity for the herders. To do this, they harnessed a free resource that's available over 250 days a year in Mongolia: sunlight. With that in mind, a program was created to sell low-cost, portable solar units to the herders. These units convert sunlight into electricity.

Thanks to these solar units, 100,000 herder families can now access electricity. This means they can stay informed by listening to the radio, watching television, and using cell phones. Children can read and study, even when it is dark outside.

Harnessing solar energy is an affordable way to provide electricity to herders that is also clean and renewable. By implementing resource management programs like this, the outlook for reducing energy poverty is bright.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Key Concepts
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_lg_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Lesson Guide page 7 -- Energy Poverty section
6.11A Lesson Guide.pdf

Update to Content Accepted by SRP

Screenshot of Currently Adopted Content

Key Concepts

To define resource management, we must first discuss **natural resources**. Natural resources are materials and energy that are available on Earth and are not manufactured. Natural resources are often classified into two types, renewable and nonrenewable resources. Renewable resources are resources that can be used at the same rate they are formed. Nonrenewable resources are resources that take a long time (in the case of fossil fuels—millions of years) to replenish.

Renewable Resources:

- Biomass
- Solar
- Wind
- Geothermal
- Metals

Nonrenewable

- Oil
- Natural Gas
- Minerals and metal
- Coal

Screenshot of Proposed New Content

Energy Poverty

Energy poverty is the lack of access to affordable, essential modern energy services, such as electricity and natural gas. According to the International Energy Agency, 760 million people worldwide lack access to electricity. People living in energy poverty often rely on traditional or primitive energy sources, such as kerosene, candles, firewood, and manual labor.

Addressing energy poverty involves better managing existing resources, such as sunlight or wind, to meet the energy demand sustainably. Many international organizations work with communities experiencing energy poverty to help harness available resources by donating equipment such as solar panels, building electricity infrastructure, and educating citizens on resource management.

Strategies to improve energy access and reduce energy poverty include:

- Investing in renewable energy technologies
- Expanding electricity infrastructure

TEACHING NOTE:

Energy poverty is a complex issue that goes beyond the realm of scientific information and into social and economic factors. While these topics may arise during class discussion, encourage students to focus their research on strategies for managing resources to reduce energy poverty.

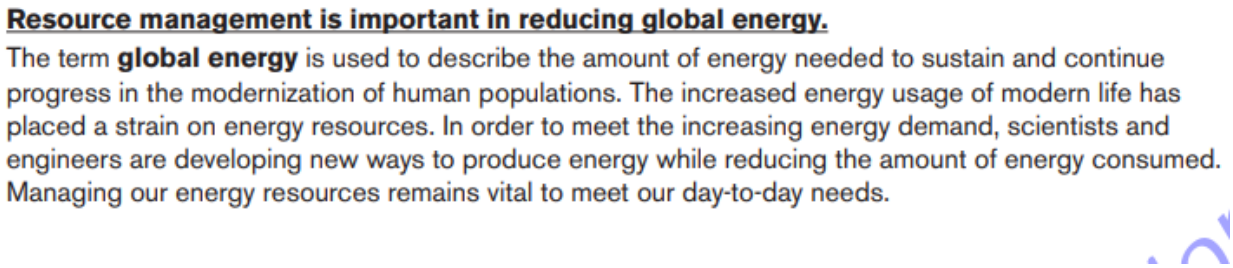
Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(vi), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Section that begins with Resource management is important in reducing global energy
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/6.11A/cb_lg_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Lesson Guide - p4-- Establish Relevance -- Discussion: Everyday Energy Sources
6.11A Lesson Guide.pdf

Screenshot of Currently Adopted Content

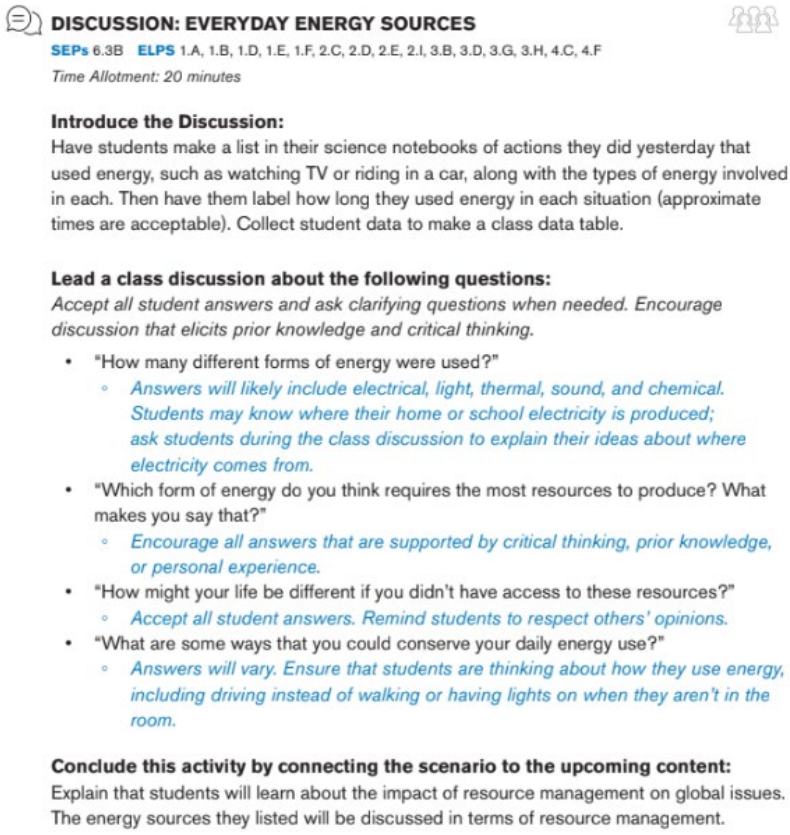


Resource management is important in reducing global energy.

The term **global energy** is used to describe the amount of energy needed to sustain and continue progress in the modernization of human populations. The increased energy usage of modern life has placed a strain on energy resources. In order to meet the increasing energy demand, scientists and engineers are developing new ways to produce energy while reducing the amount of energy consumed. Managing our energy resources remains vital to meet our day-to-day needs.

Update to Content Accepted by SRP

Screenshot of Proposed New Content



DISCUSSION: EVERYDAY ENERGY SOURCES

SEPs 6.3B ELPS 1.A, 1.B, 1.D, 1.E, 1.F, 2.C, 2.D, 2.E, 2.I, 3.B, 3.D, 3.G, 3.H, 4.C, 4.F

Time Allotment: 20 minutes

Introduce the Discussion:
Have students make a list in their science notebooks of actions they did yesterday that used energy, such as watching TV or riding in a car, along with the types of energy involved in each. Then have them label how long they used energy in each situation (approximate times are acceptable). Collect student data to make a class data table.

Lead a class discussion about the following questions:
Accept all student answers and ask clarifying questions when needed. Encourage discussion that elicits prior knowledge and critical thinking.

- "How many different forms of energy were used?"
  - *Answers will likely include electrical, light, thermal, sound, and chemical. Students may know where their home or school electricity is produced; ask students during the class discussion to explain their ideas about where electricity comes from.*
- "Which form of energy do you think requires the most resources to produce? What makes you say that?"
  - *Encourage all answers that are supported by critical thinking, prior knowledge, or personal experience.*
- "How might your life be different if you didn't have access to these resources?"
  - *Accept all student answers. Remind students to respect others' opinions.*
- "What are some ways that you could conserve your daily energy use?"
  - *Answers will vary. Ensure that students are thinking about how they use energy, including driving instead of walking or having lights on when they aren't in the room.*

Conclude this activity by connecting the scenario to the upcoming content:
Explain that students will learn about the impact of resource management on global issues. The energy sources they listed will be discussed in terms of resource management.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Video -- Impact of Resource Management on Global Issues (2:17- 3:04)
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?video=HLS%2Fcb_videos_sa%2F6th_grade%2Frc3_611a_finalcut%2Frc3_611a_finalcut.m3u8

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Video Script -- Highlighted section pg. 1-2
NARRATIVE: 6.11A Revised Video Script

Update to Content Accepted by SRP

Screenshot of Currently Adopted Content

To ensure everyone has access to the resources they need to live healthy and productive lives, scientists and other leaders research questions such as:

Are the resources being used responsibly?

Does their use harm the environment or living organisms?

Is there a plan to reduce or replace the used materials?

Can the resources be used more efficiently?

Think about these questions as we explore how managing natural resources can affect poverty, malnutrition, global energy, and water and air pollution.

Screenshot of Proposed New Content

Energy poverty means not having access to modern energy services, such as electricity and natural gas. According to a 2021 World Bank article, nearly 759 million people worldwide lack access to electricity.

When electricity is not available, many people in impoverished areas—especially rural areas—use kerosene for light and wood for cooking and warmth. Burning kerosene and wood can pollute the air inside homes, causing health problems for the people who live there. Often kerosene is expensive, so when the sun sets, people choose not to light lamps to save money. Because of this, many students experiencing energy poverty are unable to study at home at night. Can you imagine trying to do your homework in the dark or without using any technology?

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For example, before 2000, nomadic herders in Mongolia, an East Asian country, had little or no access to electricity. These herders live far from the electrical grids of cities. They travel from place to place, bringing their homes with them.

Experts had to find a portable, affordable source of electricity for the herders. To do this, they harnessed a free resource that's available over 250 days a year in Mongolia: sunlight. With that in mind, a program was created to sell low-cost, portable solar units to the herders. These units convert sunlight into electricity.

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Harnessing solar energy is an affordable way to provide electricity to herders that is also clean and renewable. By implementing resource management programs like this, the outlook for reducing energy poverty is bright.

Update to Content Accepted by SRP

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Sarah Johnson

X_____

Date Submitted: 1/8/2024.

Update to Content Accepted by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

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☐ TEKS ☐ELPS ☐TPG ☐TEKS and ELPS

Proclamation Year: **2024**
Publisher: **Summit K12 Holdings**
Subject Area/Course: **6th Spanish (Spanish)**

Adopted Program Information:

Title: **Dynamic Science (Spanish) 6th Grade**
ISBN: **9781433407291**

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title:
Identical Program ISBN:

Adopted Component Information

Title: **Dynamic Science (Spanish) 6th Grade Student/Teacher Resources**
ISBN: **9781433406881**

Enter the identical component title of your identical product that will contain the identical updates.
Identical Component Title:
Identical Component ISBN:

Publisher's overall rationale for this update

Enter the primary reason for the update request: **grammatical error in the grade 6 science TEKS**

Publisher's overall description of the change

Enter an overall description of the change(s). **new/updated content to address updated TEKS**

Update to Content Accepted by SRP

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: **https://lms24.summitk12.com/**
Currently Adopted Content Username: **tea6thgradesp@summitk12.com**
Currently Adopted Content Password: **reachthesummit**

Proposed Updated Content URL:
Proposed Updated Content Username: **NA**
Proposed Updated Content Password: **NA**

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note**: Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Study Guide -- Apply Section
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/cb_sg_ak_sp_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Study Guide- page 2 -- Apply Section
6.11A SP LG.pdf

Update to Content Accepted by SRP

Screenshot of Currently Adopted Content

APLICAR

Usando la tabla a continuación, investigue y describa cómo la gestión de recursos es importante para reducir las siguientes áreas.

Las respuestas variarán..

Desnutrición	Los alimentos se pueden distribuir a las poblaciones necesitadas.
Recursos naturales	Los contaminantes se pueden limpiar del aire y se podrían implementar soluciones más sostenibles para reducir la cantidad de contaminación futura.
Pobreza	Los recursos excedentes pueden reasignarse a las poblaciones en situación de pobreza. El uso de fuentes de energía renovable permite a las comunidades un mayor acceso a la electricidad.
Energía mundial	Reducir nuestra dependencia de fuentes de energía no renovables y aumentar el acceso a la energía renovable.
La contaminación del agua	Mejorar las estrategias de eliminación de residuos para evitar la contaminación del agua.

Update to Content Accepted by SRP

Screenshot of Proposed New Content

Aplicar:

Investiga por qué la administración de recursos es importante para reducir los problemas globales en la siguiente tabla. Dibuja una ilustración e incluye un título para cada una para mostrar cómo se puede utilizar la administración de recursos para mejorar el problema.

Desnutrición	Contaminación del aire
Las imágenes (fotos) pueden incluir prácticas agrícolas sostenibles, reasignación de excedentes de alimentos, consumo de alimentos disponibles localmente o programas educativos.	Las imágenes (fotos) pueden incluir sistemas de recursos renovables (solar, eólico, hidráulico, etc.), avances tecnológicos o transporte público.
Pobreza energética	**Contaminación del agua**
Las imágenes (fotos) pueden incluir sistemas de recursos renovables o infraestructura eléctrica en expansión.	Las imágenes (fotos) pueden incluir sistemas de recursos renovables (solar, eólico, hidráulico, etc.), mejorar los sistemas de administración de desechos o promover el reciclaje para reducir los desechos.

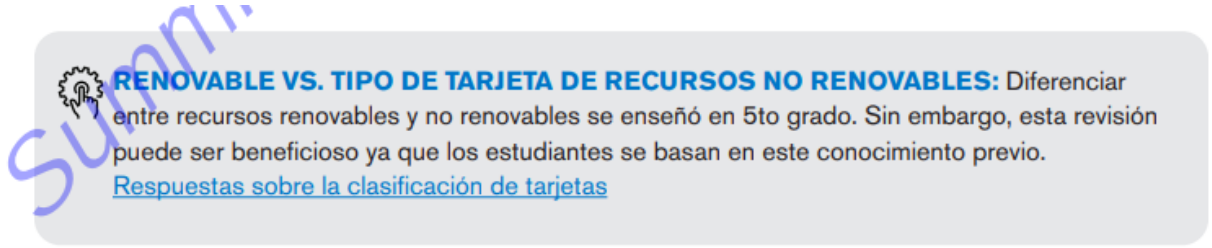
(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Gear Activity Fuel Economy and the Environment
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/cb_lg_sp_611a.pdf

Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Project: Resource Management Infographic - Project Guide
6.11A SP Project - Resource Management Infographic.pdf

Screenshot of Currently Adopted Content



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Proyecto: Infografía de administración de recursos

Objetivo:

Crea una infografía para describir el impacto de la administración de recursos en problemas globales.

Materiales:

- lápices de colores (1 paquete por estudiante)
- marcadores (1 paquete por estudiante)
- papel, blanco (1 hoja por estudiante)

Requisitos:

1. Lleva a cabo investigaciones para describir cómo la administración de recursos es importante para uno de los siguientes temas: pobreza energética, desnutrición, contaminación del aire o contaminación del agua.
2. Diseña un diseño visualmente atractivo para la infografía. Esto puede incluir:
    - Diagramas
    - Gráficas
    - Iconos
    - Imágenes
3. Tu proyecto debe incluir lo siguiente:
    - Un título
    - Nombres de los miembros del grupo
    - Una descripción del problema global
    - Una explicación de por qué la administración de recursos es importante en función del problema global.
    - Imágenes que explican el tema elegido y la importancia de la administración de recursos.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Gear Activity School Power: Finding a Sustainable Energy Source.
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/

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cb_lg_sp_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Research: School Power - Student Handout
6.11A SP Research - Power School Student Handout.pdf

Screenshot of Currently Adopted Content

ENERGÍA ESCOLAR: ENCONTRANDO UNA FUENTE DE ENERGÍA SOSTENIBLE: En grupo, pida a los estudiantes que realicen investigaciones, basadas en una variedad de fuentes, sobre recursos energéticos sostenibles y escriban una breve descripción de al menos tres tipos diferentes. Los estudiantes deben encontrar un ejemplo de un establecimiento donde se haya instalado un recurso de energía sostenible y evaluar los métodos utilizados para determinar si seguir el mismo camino o uno diferente. Después de realizar una investigación exhaustiva, pídales a los estudiantes que determinen qué fuente de energía sostenible sería la mejor para la ubicación de su escuela, teniendo en cuenta la rentabilidad, y luego determinen cuántos (paneles solares, turbinas eólicas, etc.) se necesitarán para alimentar la escuela. escuela. Finalmente, pida a los estudiantes que describan cómo esta gestión de recursos afectaría a la comunidad local y por qué sería importante para reducir la energía global. Como extensión, los estudiantes pueden escribir a la junta escolar para alentar al distrito a usar fuentes de energía sostenibles.

[SEP 6.3B, 6.4B]

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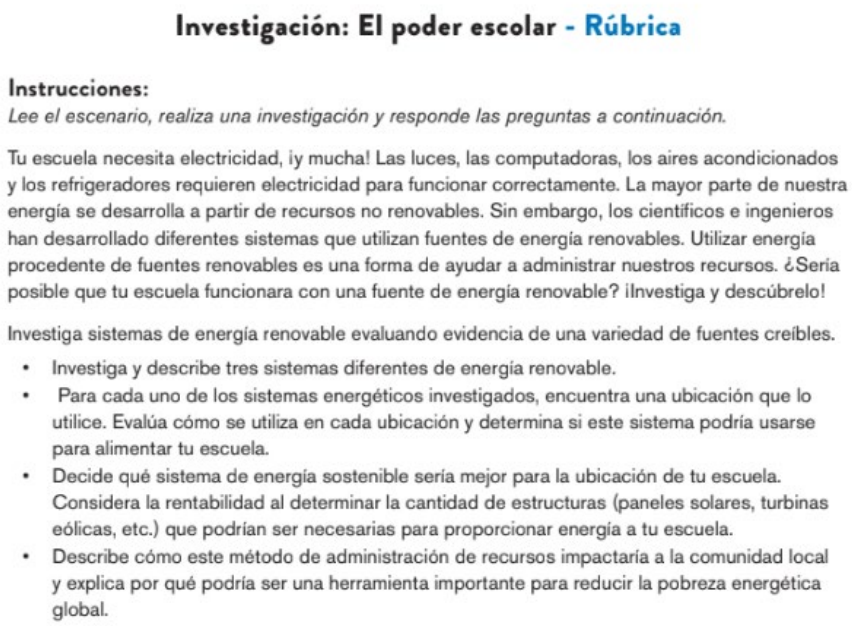
Screenshot of Proposed New Content



Investigación: El poder escolar - Rúbrica

Instrucciones:
Lee el escenario, realiza una investigación y responde las preguntas a continuación.

Tu escuela necesita electricidad, ¡y mucha! Las luces, las computadoras, los aires acondicionados y los refrigeradores requieren electricidad para funcionar correctamente. La mayor parte de nuestra energía se desarrolla a partir de recursos no renovables. Sin embargo, los científicos e ingenieros han desarrollado diferentes sistemas que utilizan fuentes de energía renovables. Utilizar energía procedente de fuentes renovables es una forma de ayudar a administrar nuestros recursos. ¿Sería posible que tu escuela funcionara con una fuente de energía renovable? ¡Investiga y descúbrelo!

Investiga sistemas de energía renovable evaluando evidencia de una variedad de fuentes creíbles.

- Investiga y describe tres sistemas diferentes de energía renovable.
- Para cada uno de los sistemas energéticos investigados, encuentra una ubicación que lo utilice. Evalúa cómo se utiliza en cada ubicación y determina si este sistema podría usarse para alimentar tu escuela.
- Decide qué sistema de energía sostenible sería mejor para la ubicación de tu escuela. Considera la rentabilidad al determinar la cantidad de estructuras (paneles solares, turbinas eólicas, etc.) que podrían ser necesarias para proporcionar energía a tu escuela.
- Describe cómo este método de administración de recursos impactaría a la comunidad local y explica por qué podría ser una herramienta importante para reducir la pobreza energética global.

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(11)(A)(i), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Apply/Extend -- Daily Drain
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/cb_lg_sp_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Study Guide- page 3 -- Wrap Up Section

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APPLY AND EXTEND

- Students will complete the Study Guide.
- **Daily Drain:** Students will record their energy consumption for the day. From this data, they will research and determine the amount of resources needed to produce their required amount of energy. Finally, they will describe how resource management is necessary to reduce global energy. [SEPS 6.4B] [RTC 6.5G] [ELPS 5.B.ii]

Screenshot of Proposed New Content

Recapitular:

Investiga y describe por qué la administración de recursos es importante para reducir los siguientes problemas globales.

Problema global	Importancia de la administración de recursos
Desnutrición	La administración de recursos es importante para reducir la desnutrición porque ayuda a garantizar que las personas tengan suficientes alimentos saludables. Al no desperdiciar alimentos, cultivar de una manera que no dañe el medio ambiente y comer los alimentos disponibles cerca, podemos asegurarnos de que más personas tengan el tipo adecuado de alimentos que necesitan. La administración adecuada de los recursos es especialmente importante cuando acontecimientos como los desastres naturales y la deforestación dificultan la obtención de buenos alimentos.
La contaminación del aire	La administración de recursos es importante para reducir la contaminación del aire porque ayuda a controlar la cantidad de sustancias nocivas en el aire. Cuando administramos nuestros recursos de manera inteligente, por ejemplo, estableciendo límites a las emisiones de las fábricas y los automóviles, podemos mejorar la calidad del aire, lo cual es bueno tanto para la naturaleza como para nuestra salud.
Pobreza energética	La administración de recursos es importante para que las comunidades afectadas por la pobreza energética puedan aprovechar sus recursos existentes para satisfacer de manera sostenible su demanda de energía. Por ejemplo, la luz del solar es un recurso ampliamente disponible. Las comunidades rurales pueden utilizar paneles solares y baterías de almacenamiento para llevar este recurso renovable a sus zonas remotas.
La contaminación del agua	La administración de recursos es importante para reducir la contaminación del agua porque nos ayuda a realizar un seguimiento de las sustancias nocivas en el agua, como nitritos, microorganismos, plásticos y productos químicos, y a evitar que las personas se enfermen al beber agua contaminada. Al administrar y monitorear cuidadosamente nuestros recursos hídricos, podemos mantener nuestra agua limpia y segura para todos.

Update to Content Accepted by SRP

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Video -- Impact of Resource Management on Global Issues (2:17- 3:04)
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?video=HLS%2Fcb_videos_sa%2F6th_grade_sp%2Frc3_611a_sp_finalcut%2Frc3_611a_sp_finalcut.m3u8

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Video Script -- Highlighted section pg. 1-2
NARRATIVE: Spanish 6.11A Revised Video Script

Screenshot of Currently Adopted Content

NA

Update to Content Accepted by SRP

Screenshot of Proposed New Content

6.11A Revised Video Script

La pobreza energética significa no tener acceso a servicios energéticos modernos, como la electricidad y el gas natural. Según un artículo del Banco Mundial de 2021, casi 759 millones de personas en todo el mundo carecen de acceso a la electricidad.

Cuando no hay electricidad disponible, muchas personas en zonas empobrecidas, especialmente en zonas rurales, utilizan queroseno para alumbrarse y leña para cocinar y calentarse. La quema de queroseno y madera puede contaminar el aire dentro de las casas, provocando problemas de salud a las personas que viven allí. A menudo el queroseno es caro, por lo que cuando se pone el Sol, la gente opta por no encender lámparas para ahorrar dinero. Debido a esto, muchos estudiantes que sufren pobreza energética no pueden estudiar en casa por la noche. ¿Te imaginas intentar hacer los deberes a oscuras o sin utilizar ninguna tecnología?

Para reducir la pobreza energética, los científicos investigan soluciones para mejorar la administración de recursos. Una mejor administración de los recursos puede ayudar a las comunidades a satisfacer sus necesidades energéticas.

Por ejemplo, antes del año 2000, los pastores nómadas de Mongolia, un país de Asia oriental, tenían poco o ningún acceso a la electricidad. Estos pastores viven lejos de las redes eléctricas de las ciudades. Viajan de un lugar a otro, trayendo consigo sus hogares.

Los expertos tuvieron que encontrar una fuente de electricidad portátil y accesible para los pastores. Para ello, aprovecharon un recurso gratuito que está disponible más de 250 días al año en Mongolia: la luz solar. Con esto en mente, se creó un programa para vender unidades solares portátiles de bajo costo a los pastores. Estas unidades convierten la luz solar en electricidad.

Gracias a estas unidades solares, 100.000 familias de pastores tienen ahora acceso a la electricidad. Esto significa que pueden mantenerse informados escuchando la radio, viendo la televisión y usando teléfonos celulares. Los niños pueden leer y estudiar, incluso cuando afuera está oscuro.

Aprovechar la energía solar es una forma accesible de proporcionar electricidad a los pastores que además es limpia y renovable. Al implementar programas de administración de recursos como este, las perspectivas para reducir la pobreza energética parecen prometedoras.

Otro problema que se ve afectado por la administración de recursos es la desnutrición. La desnutrición es la falta de nutrición o alimentos adecuados. Es posible que las personas desnutridas no alcancen su máximo potencial y desarrollen problemas de salud. Varios factores sociales, culturales y económicos a menudo influyen en la desnutrición. Es tarea del científico mirar más allá de estos factores para determinar cómo administrar mejor los recursos en áreas donde la gente no tiene acceso adecuado a alimentos nutritivos.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Key Concepts
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/cb_lg_sp_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Lesson Guide page 7 -- Energy Poverty section
6.11A SP LG.pdf

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Conceptos clave

Para definir el manejo de recursos, primero debemos discutir los recursos naturales. Los recursos naturales son materiales y energía que están disponibles en la Tierra y no se fabrican. Los recursos naturales son a menudo Se clasifican en dos tipos, recursos renovables y no renovables. Los recursos renovables son recursos que se pueden utilizar al mismo ritmo que se forman. Los recursos no renovables son recursos que requieren un largo tiempo (en el caso de los combustibles fósiles, millones de años) para reponerse.

Recursos renovables:

- Biomasa
- Solar
- Viento
- Geotermia
- Rieles

No renovable

- Petróleo
- Gas natural
- minerales y metales
- Carbón

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Pobreza energética

La **pobreza energética** es la falta de acceso a servicios energéticos modernos, esenciales y accesibles, como la electricidad y el gas natural. Según la Agencia Internacional de Energía, 760 millones de personas en todo el mundo carecen de acceso a la electricidad. Las personas que viven en la pobreza energética suelen depender de fuentes de energía tradicionales o primitivas, como el queroseno, las velas, la leña y el trabajo manual.

Abordar la pobreza energética implica administrar mejor los recursos existentes, como la luz solar o el viento, para satisfacer la demanda de energía de manera sostenible. Muchas organizaciones internacionales trabajan con comunidades que sufren pobreza energética para ayudar a aprovechar los recursos disponibles mediante la donación de equipos como paneles solares, la construcción de infraestructura eléctrica y la educación de los ciudadanos sobre la administración de recursos.

Las estrategias para mejorar el acceso a la energía y reducir la pobreza energética incluyen:

- Invertir en tecnologías de energía renovable
- Expandir la infraestructura eléctrica

NOTA DIDÁCTICA:

La pobreza energética es una cuestión compleja que va más allá del ámbito de la información científica y abarca factores sociales y económicos. Si bien estos temas pueden surgir durante la discusión en clase, anime a los estudiantes a centrar su investigación en estrategias para administrar recursos para reducir la pobreza energética.

(SE)(Breakout(s)) and (Citation Type(s))
(11)(A)(vi), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content
6.11A Lesson Guide -- Under Key Concepts -- Section that begins with Resource management is important in reducing global energy
https://lms24.summitk12.com/local/sk12admin/utils/docs.php?docname=2024_correlations/SP/6.11A/cb_lg_sp_611a.pdf

Description of the specific location and hyperlink to the exact location of the proposed new content

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6.11A Lesson Guide - p4-- Establish Relevance -- Discussion: Everyday Energy Sources

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El manejo de los recursos es importante para reducir la energía global.

El **término energía** global se utiliza para describir la cantidad de energía necesaria para sostener y continuar el progreso en la modernización de las poblaciones humanas. El mayor uso de energía de la vida moderna ha ejercido presión sobre los recursos energéticos. Para satisfacer la creciente demanda de energía, los científicos e ingenieros están desarrollando nuevas formas de producir energía al tiempo que reducen la cantidad de energía consumida.

La gestión de nuestros recursos energéticos sigue siendo vital para satisfacer nuestras necesidades diarias.

Screenshot of Proposed New Content

DISCUSIÓN: FUENTES DE ENERGÍA DIARIAS

SEPs 6.3B

Tiempo asignado: 20 minutos

Introduzca la discusión:

Pida a los estudiantes que hagan una lista en sus cuadernos de ciencias de las acciones que realizaron ayer y que usaron energía, como mirar televisión o viajar en automóvil, junto con los tipos de energía involucrados en cada una. Luego pídales que escriban cuánto tiempo usaron energía en cada situación (los tiempos aproximados son aceptables). Recopile datos de los estudiantes para hacer una tabla de datos en la clase.

Dirija una discusión en clase sobre las siguientes preguntas:

Acepte todas las respuestas de los estudiantes y haga preguntas aclaratorias cuando sea necesario. Fomente debates que susciten conocimientos previos y pensamiento crítico.

- "¿Cuántas formas diferentes de energía se utilizaron?"
  - *Las respuestas probablemente incluirán eléctrica, luminosa (luz), térmica, sonora (sonido) y química. Los estudiantes pueden saber dónde se produce la electricidad en su hogar o escuela; Pida a los estudiantes durante la discusión en clase que expliquen sus ideas sobre el origen de la electricidad.*
- "¿Qué forma de energía crees que requiere más recursos para producirse? ¿Qué te hace decir eso?"
  - *Fomente todas las respuestas que estén respaldadas por el pensamiento crítico, el conocimiento previo o la experiencia personal.*
- "¿Cómo podría ser diferente tu vida si no tuvieras acceso a estos recursos?"
  - *Acepte todas las respuestas de los estudiantes. Recuerde a los estudiantes que respeten las opiniones de los demás.*
- "¿Cuáles son algunas formas en que podrías conservar tu uso diario de energía?"
  - *Las respuestas variarán. Asegúrese de que los estudiantes piensen en cómo usan la energía, incluyendo conducir (manejar) en lugar de caminar o tener las luces encendidas cuando no están en su habitación (cuarto).*

Concluya esta actividad conectando el escenario con el próximo contenido:

Explique que los estudiantes aprenderán sobre el impacto de la administración de recursos en cuestiones globales. Las fuentes de energía que enumeraron se discutirán en términos de administración de recursos.

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Description of the specific location and hyperlink to the exact location of the proposed new content
6.11A Revised Video Script -- Highlighted section pg. 1-2
NARRATIVE: Spanish 6.11A Revised Video Script

Screenshot of Currently Adopted Content
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6.11A Revised Video Script

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Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Sarah Johnson

X_____

Date Submitted: 1/8/2024.